HSB4U - CCT

This assessment is worth 10% of your final mark and is divided into two sections:

|  |  |  |
| --- | --- | --- |
| **Component** | **%** | **Due Date** |
| Hard Copy of Paper | 5 | Must be handed in by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Presentation | 5 | Be ready for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**PART 1: THE PAPER**

For this final paper you will be explaining a social science challenge or change related topic. It must be effecting or have the potential to affect Canadian society. **You must select a topic that is distinct from your unit 1 poster/song analysis.** You will be teaching the facts and avoiding any biased discussion or opinion until the conclusion. Your final report will contain the following sections:

|  |
| --- |
| * Title page * Table of Contents * Introduction * Focus areas * Conclusion * Reference list * Appendix A: Annotated Bibliography (APA Format) * Appendix B: Presentation Handout   ***\*\*this outline with rubric should be attached after the appendix*** |

**Summary of the major components**

**Conferencing with the Teacher (Phase #1) Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Focus areas: *Brainstorming Section Due (Phase #2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

* Have two to four headings to focus on and organize information under these headings
* Present different viewpoints under these headings
* Material must be relevant to the heading and topic
* Be objective
* Logical sequence of material which follows the introduction and leads to the conclusion
* Use of proper APA referencing technique
* Topic covered in-depth, material relevant to topic and aims
* An indication of an understanding of subject
* Do NOT include personal evaluations and opinions here

**Introduction: *Rough Draft Due (Phase #3): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

* Must introduce topic clearly
* Includes the major aims of the paper
* Includes some background research with proper referencing (APA)
* Includes thesis statement

**Conclusion**

* Must have its own separate heading
* Requires much thought and contemplation
* Compare specific authors on specific points of information, specifying whether authors agreed or disagreed on the point and why
* Specifically suggest additional research which you feel is necessary for your topic and why
* Suggest implications of your research on Canadian society

**Reference list**

* Must begin on its own page
* APA format only

**(Phase #3) Final Draft Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Use this checklist and the rubric attached to ensure you are completing the technical requirements:**

* Clear connection to Canada and something discussed in this course
* 1700-2000 words, word count must be below the conclusion
* Typed, 1.5 Spaced
* 12pt font- Times New Roman, Arial, or Calibri (only)
* Black ink only, with consistent font
* Numbered pages starting on the title page
* APA formatting for in text citations and reference list
* Formal spelling, grammar and punctuation
* Proper paragraph structure and written in third person
* At least five valid sources of information: three of which are a book and/or academic journal; must be 5 years old; only a maximum of one source without a date is permitted
* Submit pages stapled together, not in a folder or other covering, with rubric attached

**Your title page must have the following information:**

* Your name
* Course code (HSB4U)
* Title of your paper that relates to your topic (not just “Culminating Paper”)
* Submission date

**THE PRESENTATION**

You will be required to teach your issue (or some aspect) to the class. You will have no more than 10 minutes to present and you must use at least 5 minutes (you will be timed). You will be marked on how professional you are (during your presentation and when others are presenting), how well you have prepared, how much you clearly discuss, and how well you manage the audience.

You must have the following:

* A visual aid in PowerPoint (or similar platform)
  + Must have a title slide with your name, title of report, course code and date of presentation on it
  + Must have an agenda slide with the areas being discussed
  + There has to be at least 6 slides including the title slide and agenda
* A print out of the slides handed in with your report
* Printed as a 3-slide handout

\*\*You are permitted to use other presentation software, but a short handout must be submitted and it is not guaranteed that the computer will have that program. Printouts are still required. The availability of internet in the classroom is not guaranteed.\*\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | | | | |
|  |  |  |  |  |
|  | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  | | | | |

**Some journals related to social sciences.**

Canadian Journal of Human Sexuality Journal of Drug and Alcohol Abuse

Canadian Social Trends Journal of Elder Abuse and Neglect

Child Abuse and Neglect Journal of Family Issues

Child & Adolescent Social Work Journal Journal of Family Violence

Child Development Journal of Homosexuality

Child Welfare Journal of Intercultural Studies

Ethics Journal of Law, Medicine and Ethics

Ethnic and Racial Studies Journal of Learning Disabilities

Exceptional Children Journal of Marriage and the Family

Family Relations Journal of Medical Ethics

Journal of Abnormal Child Psychology Journal of Personality

Journal of Adolescence Journal of Social Issues

Journal of Child and Family Studies Journal of Youth and Adolescence

Journal of Communication Sex Roles: A Journal of research

Journal of Divorce and Remarriage Social Problems

Journal of Drug Issues

When using a database, always search for **full text** articles. You will have to experiment whether searching by subject or by keyword gives you the best results.

Other Useful tools:

Statistics Canada: http://www.statcan.gc.ca/start-debut-eng.html

Vanier Institute of Family: http://www.vanierinstitute.ca/

HSB4U ISU Topics

* The impact of infertility
* Women’s changing role in workforce & gender relations
* The psychological force of conformity
* Two-tiered health care, is it the right approach for Canada?
* The emergence of ‘tweens’ as a developmental stage
* Underage drinking crisis, or societal norm?
* Social assistance in Canada/Ontario
* Evolution of values in society (environmentalism, consumerism)
* Psychological stress and technological change
* Social impact of the Internet
* Technological advances and their impact on developing countries
* The impact of PTSD and returning soldiers
* The development of counterculture
* Social impact of the baby boom (educational facilities, pensions, health care, employment)
* Advancing medical science & unhealthy lifestyles
* Involuntary and Voluntary Childlessness
* Mass media and youth culture
* The Catholic church and changing social norms
* The psychology of hate crimes
* The increase in isolation and depression among the elderly
* The rise of smoking among teenaged girls
* The ethics of organ and tissue donation
* Globalization as a universal threat to cultural identity
* The impact of prejudice and discrimination
* Stereotyping as a barrier to full participation in society
* American influence on Canadian social values
* Feminism as a response to a patriarchal society
* The effect of immigration on the Canadian identity
* Psychology and behaviour modification
* Tragedy as an agent of social change
* Teenage delinquency, who’s to blame?
* Genetically Modified Foods
* Globalization, friend or foe?
* The trouble with ethnocentrism
* Stem cell research
* Employment Equity Act
* The Midwifery Act/Midwifery in Ontario
* Vancouver Olympics
* Young Offenders Act/Criminal Justice Act
* IVF Healthcare Coverage

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | | | | |
|  |  |  |  |  |
|  | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  | | | | |

**Evaluation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge** | demonstrates thorough understanding of topic under study | demonstrates considerable understanding of topic under study | demonstrates some understanding of topic under study | demonstrates limited understanding of topic under study |
| **Thinking / Inquiry** | analysis of concepts provides thorough details | analysis of concepts provides considerable details | analysis of concepts provides some details | analysis of concepts provides limited details |
|  | demonstrates a high level of ability to extract/interpret information from a variety of sources | demonstrates considerable ability to extract/interpret information from a variety of sources | demonstrates some ability to extract/interpret information from a variety of sources | demonstrates limited ability to extract/interpret information from a variety of sources |
| **Communication** | communicates information with a high degree of effectiveness | communicates information with considerable effectiveness | communicates information with some effectiveness | communicates information with limited effectiveness |
|  | demonstrates thorough ability to apply appropriate presentation techniques | demonstrates considerable ability to apply appropriate presentation techniques | demonstrates some ability to apply appropriate presentation techniques | demonstrates limited ability to apply appropriate presentation techniques |
| **Application** | demonstrates a high level of ability to cite information using an appropriate format | demonstrates considerable ability to cite information using an appropriate format | demonstrates some ability to cite information using an appropriate format | demonstrates limited ability to cite information using an appropriate format |
|  | research of topic under study demonstrates thorough use of inquiry skills | research of topic under study demonstrates considerable use of inquiry skills | research of topic under study demonstrates some use of inquiry skills | research of topic under study demonstrates limited use of inquiry skills |
|  | Application of course concepts demonstrates thorough understanding | Application of course concepts demonstrates considerable understanding | Application of course concepts demonstrates some understanding | Application of course concepts demonstrates limited understanding |